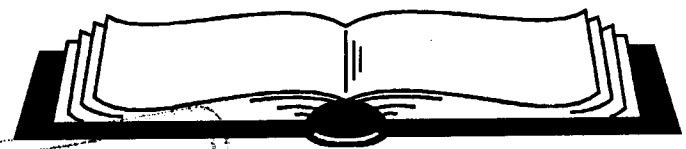


NEW JERSEY

1999-2000
Guidelines and
Application



BEST ORIGINAL PRACTICES

Deadline for Application to County Office:
NOVEMBER 22, 1999

Category	<u>Assessment Evaluation</u> (Application is limited to one category. See page 3 for details.)		
Practice Name	<u>Student-led Parent Portfolio Presentation</u>		
Number of Schools with Practice	<u>1</u>	(If more than one school or district, read and complete information on page 2.)	
County	<u>Monmouth</u>		
District (Proper Name)	<u>Monmouth County Vocational</u>	<u>School District</u>	
District Address	<u>street/p. o. box</u> <u>41 Highway 34 South</u> <u>city Colts Neck</u> <u>07722</u> <u>zip code</u>		
District Telephone	<u>(732) 431-7942 Fax (732) 409-6736 Email</u>		
Chief School Administrator	<u>Brian D. McAndrew, Ed.D</u> + <u>Russell Olivadotti</u> ✓ <i>will be</i>		
Nominated School #1 (Proper Name)	<u>Monmouth County Academy of Allied Health and Science</u>		
School Address	<u>street/p. o. box</u> <u>2325 Heck Avenue</u> <u>city Neptune</u> <u>zip code 07753</u>		
School Telephone	<u>(732) 775-0058 Fax (732) 775-6646 Email <u>mccorkell@aaahs.mcvsd.k12.nj.us</u></u>		
School Principal	<u>Timothy M. McCorkell</u> ← <i>will be</i>		
Program Developer(s)	<u>Suzanne Romano</u> ← <i>will be</i>		
Chief School Administrator's or Charter School Lead Person's Signature			

FOR USE BY COUNTY SUPERINTENDENT OF SCHOOLS ONLY	
Approved: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	County Superintendent's Signature <u></u>

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NEW JERSEY
BEST PRACTICES
1999-2000 APPLICATION

Application Requirements:

- ◆ **RESPONSES** to the information and the statements below must be **ANONYMOUS**. No reference should be made to the names of the district or the school(s). Use the words "the school" or "the schools" in referring to the applicant in responding to the statements.
- ◆ **USE ONLY THE SPACE PROVIDED ON THE APPLICATION FORM** on pages 1, 2 (if applicable) and 4 and **THE NUMBER OF LINES SPECIFIED FOR RESPONSES** to the statements. Do not include any additional materials, as they will not be reviewed in the selection process.
- ◆ Application must be **keyboarded on 8 1/2" x 11" white paper, portrait format. Ten-point or larger computer font or twelve-pitch or larger typewriter font must be used.** (This sentence is in ten-point.)
- ◆ **KEYBOARDED RESPONSES** to the statements below must be **no more than a total of three pages.** Keyboard the statement followed by the response. Format your response to the number of lines specified.
- ◆ The information on page 4 and the keyboarded responses to statements must be printed or copied on one side of the page. The information on pages 1 and 2 (if applicable) must be printed or copied on one side of the page. Staple pages 1 and 2 (if applicable) and 4 and the keyboarded responses together.
- ◆ The original application must be signed by the district chief school administrator or charter school lead person, indicating his/her approval.
- ◆ The original and seven copies of the application must be submitted to the county superintendent of schools by November 22, 1999, with the Itemized List of District Applications form. Keep the seven copies of each application together with the original containing the signature of the district chief school administrator or charter school lead person on the top of each set.
- ◆ **FAILURE TO COMPLY WITH THE PROCEDURES FOR SUBMISSION OF THE APPLICATION MAY RESULT IN THE ELIMINATION OF THE APPLICATION.**

The following data is required to assist the panelists in the evaluation of the application:		
Type of School	Grade Levels	Practice Name
<input type="checkbox"/> Elementary School <input type="checkbox"/> Middle School <input type="checkbox"/> Junior High School <input checked="" type="checkbox"/> High School <input type="checkbox"/> Other: _____	_____ _____ <u>9-12</u> _____	<u>Student-led Parent Portfolio Presentations</u> <hr/> Number of Schools with Practice <u>1</u> Number of Districts with Practice <u>1</u>

Check the ONE CATEGORY into which the practice best fits.		
<input checked="" type="checkbox"/> Arts (Visual and Performing Arts) <input checked="" type="checkbox"/> Assessment/Evaluation <input type="checkbox"/> Bilingual Education and Diversity <input type="checkbox"/> Citizenship/Character Education <input type="checkbox"/> Early Childhood Education Programs <input type="checkbox"/> Educational Support/Guidance and Counseling Programs (services contributing to high student achievement)	<input type="checkbox"/> Educational Technology <input type="checkbox"/> Health and Physical Education <input type="checkbox"/> Language Arts Literacy <input type="checkbox"/> Mathematics <input type="checkbox"/> Professional Development <input type="checkbox"/> Public Engagement (family involvement and partnerships with business, community and/or higher education)	<input type="checkbox"/> Safe Learning Environment <input type="checkbox"/> School-to-Careers/Workplace Readiness <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Special Education <input type="checkbox"/> World Languages

1. Describe the practice proposed for recognition, and list its objectives. Detail how the practice is innovative, how it promotes high student achievement and how it can be replicated. **(Maximum of 50 lines for response)**
2. Describe the educational needs of students that the practice addresses and how they were identified. List the *Core Curriculum including the Cross-Content Workplace Readiness Standards** addressed by the practice and describe how the practice addresses the standard(s). **(Maximum of 50 lines for response)**
3. Document the assessment measures used to determine the extent to which the objectives of the practice have been met. **(Maximum of 60 lines for response)**

*The 1996 edition of the *Core Curriculum Content Standards* published by the New Jersey State Department of Education was disseminated to all districts and charter schools and is available on line through the department's website at <http://www.state.nj.us/education>.

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1. Describe the practice proposed for recognition, and list its objectives. Detail how the practice is innovative, how it promotes high student achievement and how it can be replicated.

The practice proposed for recognition is student- led parent portfolio presentations which serve as a culminating assessment tool for the student and teacher alike. In addition, the parents are afforded the opportunity to view firsthand the student's growth through visual and reflective narrative. As parents of secondary school students, they welcomed the rare chance to share their child's academic success in a hands-on style. The twenty minute presentation is student designed as a summation of the semester's accomplishments and personal gains. In addition, this presentation is 50% of their final exam grade. Through this process, the student simultaneously guides the parent and teacher through the year's learning and personal linguistic development in a chronicle of written, oral, and artistic interpretation. About a month prior to the semester's end, (since we operate in a semester block schedule) the students and I discuss the planning and preparation of the portfolio presentations to the parents and post a calendar for after-school or evening appointments. Since the students have saved all their work in a process-folio which documents their progress in the Latin class to date , the selection of representative pieces is easier. From their collection, seven to ten pieces need to be included in the final product to represent a wide array of artistic, linguistic, and cultural expression: tests, quizzes, journal entries, tabula fabula (pictorial summary) , tunc et nunc (quotation interpretation of its relation to then and now) , journal entries related to text translations, predictions about events to come, power point presentations, multiple intelligence mediums of expression (poems, songs, dance recorded on video) based on readings, and an independent translation presentation which synthesizes the wide range of skills mastered at this level. Moreover, the student writes a reflective piece which encourages personal and honest reflection about his /her growth over a semester and the attainment of individual preestablished goals.

The objectives are threefold: the student gathers evidence and reflects on his/her learning over the semester, the student compares his/her learning expectations to skills mastered , and the student demonstrates his/her acquired knowledge in a multi-media presentation to parent and teacher.

This practice is innovative for a plethora of reasons. It promotes personal responsibility in individual questioning and reflecting on own work and encourages a climate of reflection in the classroom. The student becomes his/her own autobiographer in the compilation of a final product. The honesty of self- evaluation enables the student to monitor his/her own progress and the degree of personal academic success. In addition, the portfolio assembly spans the spectrum of desired and attained skills, as well as, demonstrates growth over time. The student observes his/her own history as a learner and is motivated to become a life-long learner by recognizing that perfection is rarely a first time occurrence and that personal development is as important or more important than achievement. As a supplemental bonus , the presentation permits the parents to become partners in their child's education and be proud of their success.

This practice fosters high student achievement because the student becomes his/her advocate in the creation, implementation, and exhibition of his/her subject-specific successes. The final translation segment elicits the synthesis of acquired skills in a talented representation. This enables the student to share his/her achievement with parents and teacher alike and revel in personal accomplishment.

This process can easily be replicated by the initiation of working portfolios throughout the year and establishment of subject specific criteria for portfolio inclusion. Furthermore, a final product must include an assignment which allows the student to demonstrate mastery of all the skills learned over a period of time in a presentation which displays unique and individual talent.

The portfolio presentation allows the teacher to share the student's perception of his/her progress in a more personal and individual vehicle of expression. It is a systematic way to collect and review evidence of skills, attitudes, and accomplishments over time.

2. Describe the educational needs of students that the practice addresses and how they were identified. List the Core Curriculum including the Cross-Content Workplace Readiness Standards addresses by the practice and describe how the practice addresses the standard(s).

The practice addresses the educational needs of the students, specifically the reading and comprehension of adapted texts and presentation of the content in a unique and individually designed format.

Subject Area	Content Area	Application
7.1.23: Identify common and distinct features, such as grammatical structures, among languages.	World Language	In the portfolio presentation, the selected quizzes, tests, tabula fabulas (pictorial boards) and the multi-media presentation of the prepared text translation measure student recognition of vocabulary and comprehension of grammatical features that recount mythological and historical events from antiquity.
7.2.9: Recognize and understand verbal and nonverbal cues within a culture	World Language	The students recognized the cues within readings from particular authors as representative of the mores of the time period and displayed their understanding through time lines, songs, poems, and other multi media presentations reflected in the pieces selection component of the portfolio.
7.2.13: Use technology to enhance language acquisition and to acquire current cultural information in order to develop more accurate impressions of the culture studied. 2.6: Access and assess information on specific topics using both technological and print resources available in libraries and media centers 2.8: Use technology and other tools, including word processing, spreadsheet and presentation programs, and print or graphic utilities, to produce products.	World Language Workplace Readiness 2. All students will use information, technology, and other tools	Technology is an integral part of the portfolio compilation and multi-media presentation. Technology serves as a link between the past and the present, allowing the centuries to blend in a seamless transition. Animation, sound, illustrations, and supplemental research enhance the presentation and enable the student to see the integration and application of technology in another area of curriculum and the interdependence of disciplines.
3.8: Organize, synthesize, and evaluate information for appropriateness and completeness.	Workplace Readiness 3. All students will use critical thinking , decision making, and problem solving skills	The compilation of the portfolio itself and the selection of pieces.
4.3: Evaluate their own actions and accomplishment	Workplace Readiness 4. All students demonstrate self-management skills	In the reflective piece of the portfolio, the students compare their initial expectations for the class with those attained and give personal narrative about the outcome. In addition, the selection of varied pieces student encourages reflection and achievement.

3. Document the assessment measures used to determine the extent to which the objectives of the practice have been met.

The assessment measures I used to determine the extent to which the objectives of the practice have been met are varied. The portfolio presentation itself is an assessment of the student's growth and linguistic development over the semester. Since the presentation is worth 50% of the final exam grade, the presentation is evaluated two rubrics in very specific categories. The rubrics have been created and discussed in detail in class to assure clarity of objectives and expectations for final product.

The first rubric measures the physical organization of the portfolio itself, including the cover, table of contents, the selected pieces for exhibition, and most importantly, the reflection piece. This piece analyzes the individual's course expectations set by each student on the first day of class and the extent and explanation of the completion of these goals as the semester closes. In addition, the reflection focuses on the selection of items chosen for this presentation and the personal reasons for each selection. Initially, I was surprised to see that students did not necessarily select their best pieces, but they chose the ones that they had enjoyed the most or the ones that had proven most difficult. Furthermore, students chose pieces to show their growth and improvement as well as selections which had taught them life lessons about procrastination, deadlines, time management, and insufficient preparation. Not only did these reflections chart their achievements in Latin, but equally as important, demonstrated their personal growth as life-long learners. Also this rubric assesses the actual presentation of the portfolio to parents and teacher. Specific components measure physical set-up of room for presentation, volume and pace of presenter, eye contact, display of illustrative materials, use of audio-visual equipment, and sequence of presentation.

The second rubric evaluates the multi-media presentation which synthesizes the student's acquired skills in the language and his/her own multiple intelligences used to create the final product. Each student is assigned a particular translation from a supplemental text for reading, analyzing, paraphrasing, and creating a multi-media presentation. The components of this rubric measure the identification and translation of vocabulary and grammatical constructions, the use and explanation of derivatives, the fluidity of the passage paraphrasing, and the relationship to the time period in which it was written. In addition, the multi-media presentation of this translation measures the students' talents in a style not always evident in the classroom. Presentations include, but are not limited to, poems, songs or dances with instrumental musical arrangements, illustrated children's books, puppet shows, or combinations of these mediums of expression. The students enjoy this part of the presentation the most since they chose a vehicle of expression most suited to their unique personalities and talents. The sequencing of the presentation and the optional use of costumes, props, illustrations, or instruments are also assessed by the rubric. The two rubric scores are added together as part of the final exam grade.

A questionnaire is given to each parent following the presentation. Responses can be anonymous, but most parents have felt comfortable identifying their replies. Their reactions and feedback have been positive, mostly for they enjoy the opportunity to view their student's work and witness their linguistic and talented development. Suggestions about changes in the length of presentations and availability of early morning appointments encouraged me to make revisions for the year to come. A final component in this presentation is that the parents are asked to complete a note to their child about the presentation. The note is attached to the portfolio and reviewed by the students several days later. The students have been quite pleased with the compliments and praise from their parents.

The portfolio presentations have proven to be successful for the students, parents, and teacher alike. It provides the unique opportunity to interact personally with each student and their family in the learning environment.